Welcome to the MNSEC E-book 2010.

This booklet can be read in a variety of ways.

On the left hand side there are a series of bookmarks. To access an individual page you can double click on any page and the program will display that particular page. Where there are + signs next to a title means that there are more pieces of information in relation to that topic. By clicking on the + more options will be displayed.

The subject Index lists all Stage 1 & 2 Subjects that are described in the book. By clicking on any one of these subjects you will be able to access that particular page.

Alternatively you can scroll through each page in the book by using the arrow keys at the bottom of the page.

A single page can be printed by choosing print and selecting the page.
INTRODUCTION
The selection of SACE Stage 1 & 2 units available through MNSEC have been included in this booklet. They include subjects that have traditionally been offered and may not necessarily be offered in the future.

Year 10 students should plan a 2 year programme considering selections at both Stage 1 & 2. Students should note that some Stage 2 subjects have ‘assumed knowledge’ and should take this into account when selecting Stage 1 subjects. In this booklet you will find information about all of this plus advice about how to choose, details of the ‘required pattern’ and much more.

Now, have a look at this flow chart and answer the questions.
WHAT IS MNSEC?

MNSEC, the Mid-North Schools Education Cooperative, was formed in 1990 as a partnership between five schools located in the mid-north of South Australia – Booleroo Centre District School, Gladstone High School, Jamestown Community School, Orroroo Area School, Peterborough High School, and later, Quorn Area School. The cooperative was formed as a response to a general rural decline in school enrolments across the district. This was limiting each schools’ ability to provide a broad secondary curriculum, in an era where students’ career pathway interests were becoming quite diverse.

Initially, the schools agreed to a basic arrangement to share textbook resources, and for several teachers to deliver subjects, by telephone, to students in neighbouring schools where enrolments did not allow a face-to-face class to be formed, or where no teacher was available.

Since those early beginnings, MNSEC has developed into a vibrant educational community, acknowledged across the state. At present, a MNSEC Management Committee, as the representative body, oversees a wide range of school and teacher programmes across the six schools for the benefit of students and staff. There is clear evidence that the cooperative’s core business has enabled many students to remain in their home school to complete their secondary education.

At the heart of this cooperative is the extensive collaboration between the schools, while still maintaining their own special identities, the volunteering of teachers to deliver teaching across schools, and the overwhelming support from parents.

MNSEC core business is currently as follows:

**Curriculum Delivery**
Since the formation of MNSEC, teachers have delivered over twenty-five different senior secondary subjects to students in neighbouring schools. Teachers use leading-edge interactive white-board and computer technology, voice and e-mail, and regular face-to-face contact. Student achievement has been high, with the opportunity to learn independently through distance education being a major factor in many students’ later success in tertiary and technical education.

**Professional Development**
The establishment of the cooperative has led to the formation of a range of teacher “hub-groups” in learning areas and in individual subjects. This has allowed meetings to be held each term if desired, for the exchange of ideas, development of common courses, delegation of responsibility for assessment, and the sharing of tests and marking.

**Sporting Events**
The district covered by the six schools is rich in sporting history and ability. It is not surprising that MNSEC supports organised competition between the schools, in athletics, swimming, football and netball, and includes primary students. Combined MNSEC teams compete against other schools at a regional and state level in these sports, with regular podium successes, and individual schools have won state titles in sports such as Girls Knock-out cricket competitions.
**The Arts**
Under the supervision of school music teachers and many support people, the cooperative holds an annual Performing Arts Showcase, which stages musical and singing talent across the six schools, and is well supported by parents.

**Social Events**
At the end of each year, the six schools combine to celebrate student achievement with a “Formal” for senior secondary students.

**MNSEC HANDBOOK**

This course booklet describes the subjects which are potentially offered to senior school students in the six schools. The subject descriptions are general and if you require more detail, you should approach the subject teacher or your student counsellor.

Because the six schools share as part of the co-operative, you will find there are different ways you are able to learn as a senior student.

**TEACHER BASED IN HOME SCHOOL**

For most subjects you will find that the teacher is based at your own school. This means the teacher will be in the classroom most of the time. You will be able to work with your fellow class-members, ask questions, get immediate help and generally organise your work with your teacher on a day-to-day basis.

**TEACHER NOT BASED IN HOME SCHOOL**

For other subjects you will find that the teacher is not based at your school. Your teacher might be based in another MNSEC School. This teacher will set your work and send it to you. It will be critical that you work independently and complete work by deadlines. Through the use of telephone, DUCT, email, smartboards and computer programmes your teacher will have contact with you at least once a week at Stage 1 and twice a week at Stage 2. Your teacher will visit you on a regular basis.
DISTANCE EDUCATION

The Mid North Schools Education Cooperative [MNSEC] acknowledges that the face-to-face delivery of quality education opportunities is the preferred learning option for our students. On occasions, due to small class sizes and a shortage of specialist teachers, schools may not be able to provide all the required curriculum options. In support of our rural communities MNSEC provides increased curriculum learning opportunities through our Distance Education program. To facilitate an increased guarantee of curriculum options, students in the senior years may elect to complete units of study offered at one of the neighboring Cooperative schools. To support the delivery of a quality curriculum in the distance mode the following expectations exist.

• The MNSEC leadership group will develop annually a MNSEC Curriculum handbook with detailed subject descriptors by week 2 term 3.

• Course counselling will take place in accordance with a prescribed schedule and as this mode of education requires students to be self-motivated, independent learners, our schools are committed to stringent course counselling prior to the enrolment of students.

• MNSEC has committed to the use of Electronic Smart boards for its delivery of curriculum and as such staff and students will be provided with training and development in support of this mode of distance education.

• Students will be provided with one lesson [Stage 1] and two lessons [Stage 2] per week; students will have constant email contact with their teacher in the delivery school and be provided with a teacher mentor in their local school.

• The delivery teacher will arrange face-to-face contacts with the student [class of students] each term.

• Delivery teachers will make contact with the families of students early in the Semester to introduce themselves and provide contact details.

The MNSEC schools are committed to the success of the distance delivery mode of education and are mindful that other educational cooperatives exist throughout South Australia. With the improvements in technology these cooperatives also may be able to provide curriculum options for our students.

In the event that a student is still not able to acquire the learning opportunities they require MNSEC recommends access to the curriculum options provided by the Open Access College.
MAKING A SUBJECT CHOICE

When choosing subjects at SACE Stage 1 & 2, the following points need to be considered:
- SACE Requirements
- Individual Interests and Abilities
- Seeking Employment
- Continuing Study

1. SACE REQUIREMENTS

To be eligible for the award of the South Australian Certificate of Education, a student must:
- Enrol for and attain recorded achievement in 22 approved units, including at least 6 units (three 2-unit sequences) at Stage 2 level.
- Meet the pattern requirements
- Record Successful Achievement (SA) in at least 16 of the 22 units.
- Gain SA in three 2-unit sequences of approved subjects at Stage 2 level, i.e.: achieve a score of 10/20 or better.
- Satisfy the literacy requirements in each subject.

THE CURRICULUM PATTERN

At Stage 1
- Maths – 1 Unit
- Australian Studies – 1 Unit

At Stage 1 or Stage 2
- English or equivalent – 2 Units

At Stage 1
- 2 Units Arts/Humanities/Social & Cultural
- 2 Units Maths/Science/Technology

At Stage 2
- 2 Units Arts/Humanities/Social & Cultural
- 2 Units Maths/Science/Technology
- 2 Units Free Choice

DIFFERENT SUBJECT TYPES

Hess Subjects – Higher Education Selection Subjects
These are subjects that the universities prescribe for their courses. Students need to ensure that they check university entry requirements for the programmes in which they are interested. For university entry students must take at least 4 HESS General subjects. Some subjects are classified as HESS Restricted and only one of these may be studied by students seeking entry to university.

Flexible Learning Programmes
Community Studies: These 1 or 2 unit subjects aim to provide students with an alternative to traditional, academic subject content based learning. Students are required to use the community as a resource, to solve problems and seek feedback from a variety of sources about their learning.

Student work is based on a negotiated contract and designed to challenge students’ previous experience in active and practical ways.
Students may count a maximum of 18 units of Community Studies towards their SACE requirements (A maximum of 8 units at Stage 1 and a maximum of 10 units at Stage 2). Community Studies units may NOT be taken to satisfy the requirements of the three compulsory Stage 1 subjects. (English, Mathematics or Australian Studies)

VET: Students undertaking Vocational Training, for example through a Traineeship or school-based VET Course, may count successfully completed modules from a Certificate Course, towards their SACE. Fifty hours of completed training modules equals one SACE unit.

COMMUNITY LEARNING: Students are able to gain credit in courses such as CFS, Duke of Edinburgh Awards, Public Music Examinations, St Johns, Royal Lifesaving. Up to 8 units can be awarded. Please consult your school subject counselor for a complete list of recognized community learning units.

WHAT IS THE SACE LITERACY ASSESSMENT?

Students must satisfy a literacy requirement in order to be awarded the South Australian Certificate of Education. All students will have tasks where students are required to demonstrate their literacy in that subject.

WHAT ASSESSMENT SCALE IS USED FOR STAGE 1 OF SACE? Schools use guide lines provided in each Curriculum Framework to determine the level reached by students. Results will be reported to SSABSA and will be recorded towards the award of the South Australian Certificate of Education.

The following assessment levels are used at Stage 1

SA  10-20
For a unit to be counted as one of the 16 units in which students must record successful achievement, students must achieve 10 or more on the 20 point scale.

RA  3-9
For a unit to be counted as one of the 22 required to qualify for the award of the SACE, students must enrol for the unit and attain ‘recorded achievement’.

RNM 0-2
A unit for which the student has enrolled but not achieved successful achievement (SA) or recorded achievement (RA) will be designated as ‘requirements not met’.

W  Withdrawn
A unit in which the student has enrolled, and from which he or she has then withdrawn by a specified date, will be designated (W).
WHAT ASSESSMENT SCALE IS USED FOR STAGE 2?

The assessment requirements for each subject at Stage 2 differ according to the subject. For some subjects, schools provide the complete assessment. This is then moderated by SSABSA. For other subjects, schools provide only part of the assessment. Another part is assessed through a common examination or to 30% externally marked component –This gives the HESS status.

Results at Stage 2 are recorded on a 20-point five grade scale, as follows:

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<th>Level of Achievement</th>
<th>Score</th>
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<td>Very High</td>
<td>19-17</td>
<td>A</td>
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<tr>
<td>High</td>
<td>16-14</td>
<td>B</td>
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<tr>
<td>Competent</td>
<td>13-11</td>
<td>C</td>
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<tr>
<td>Marginal</td>
<td>10-8</td>
<td>D</td>
</tr>
<tr>
<td>Low</td>
<td>7-0</td>
<td>E</td>
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</tbody>
</table>

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INDIVIDUAL INTERESTS AND ABILITIES
• What are your personal interests and hobbies?
• What are you good at?
• What subjects have you enjoyed most?

Students are advised to take some subjects which particularly interest them and which they know they will be good at. Whilst some students’ subject preferences will be restricted by tertiary education pre-requisites, most students will be able to pursue some subjects for personal interest.

EMPLOYMENT OPTIONS AND ASPIRATIONS
• What do you want to do on the completion of SACE?
• What type of employment are you interested in?
• What are the pre-requisites for these areas of employment?
• What subjects have employers stated as being required or useful?
• What are the entry requirements for part-time and pre-vocational courses at TAFE?
• Which Stage 2 subjects are most suitable to your needs?
• Which Stage 2 subjects are essential to your needs?
Your care group teacher, the student counsellor(s) will assist you in obtaining the correct information.

Remember to refer to the Job Guide and Job and Course Explorer (OZJAC) as well as other printed material available through your Student Counsellor.

CONTINUING STUDY – UNIVERSITY, TAFE

Under normal circumstances, The South Australian Certificate of Education (SACE) is a prerequisite for entry to University courses, and TAFE Diploma courses. But the SACE does not by itself guarantee that a student’s application for entry will be accepted. Certain additional criteria must be met by applicants for entry to higher education.

If you wish to continue full time study after SACE Stage 2 at Adelaide University, Flinders University or University of South Australia:
You must choose your subjects carefully to ensure their course requirements are met. This information is available through Student Counsellors. The SATAC Guide (South Australian Tertiary Admission Centre Guide) and a SSABSA publication titled “Tertiary Entrance” are essential reading. TAFE also prints Course and selection guides which are available from your school.

WHAT MUST STUDENTS DO TO QUALIFY FOR ENTRANCE TO UNIVERSITY COURSES?

1. Qualify for SACE;
2. Record achievements in five scalable SACE subjects (ie a total of 10 units taken at Stage 2 level) in a maximum of three attempts which need not be in consecutive years;
3. For all courses, your fifth subject may be either a 2 unit scalable Stage 2 subject or two unrelated 1 unit scalable Stage 2 subjects, provided the two units are taken in the same calendar year. (Note that Community Studies is not a scalable subject).

MUST I TAKE MY FIVE STAGE 2 SUBJECTS IN ONE YEAR?

No. Although you can take more than two years to get the SACE, if you wish to go to university you must complete your Stage 2 subjects in no more than three attempts, which do not need to be consecutive. You can take as many as the five as you wish at each attempt.

WHAT ARE HESS SUBJECTS?

Stage 2 subjects which can be counted for university entrance are called Higher Education Selection Subjects (HESS). They are called either HESS General or HESS Restricted. Some university courses require HESS General while other courses allow HESS Restricted.

You must include at least four HESS subjects from the correct group in your five Stage 2 subjects.
Community Studies subjects cannot be counted as HESS subjects.

**CAN I COUNT SEMESTER (1 UNIT) SUBJECTS FOR UNIVERSITY ENTRY?**

Only 2 Unit (full year) subjects can be counted as HESS subjects. Some related pairs of semester length (1 unit) subjects may be classified as the equivalent of a full year subject.

**ARE THERE ANY SACE SUBJECTS WHICH I MUST DO IN STAGE 2?**

There may be. It depends on the course for which you are applying.
- For some courses you must have recorded ‘successful achievement’ (ie: 10/20 or better) in particular SACE Stage 2 subjects.
- For some subjects you need “Pre-requisites”. Pre-requisites are those subjects which you must take in order to be eligible for a particular course, and must achieve at least 10/20. You **MUST** check your SATAC guide.
- For some subjects, you are expected to have “Assumed knowledge”. Assumed knowledge refers to subjects in which the university assumes you have some prior knowledge, although it is not a requirement for entry to the course. If you wish to study in a course for which there is assumed knowledge of certain subjects, you will be greatly advantaged in your university studies if you take those subjects at Stage 2.

**HOW IS MY HIGHER EDUCATION ENTRANCE SCORE CALCULATED?**

All five Stage 2 subjects can count towards your Higher Education entrance score, but your best four HESS subjects are weighted more heavily than the remaining one or two units. Your best four HESS subjects will be decided by your performance. You do not have to nominate them in advance.

Remember that you must take at least four HESS subjects.
Each of your best four HESS subjects counts for up to 20 points. Your remaining subject counts for up to ten bonus points.
This gives you a maximum of 90 points ie

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<tr>
<th>Scaled Points</th>
<th>4 x 20 = 80</th>
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<tr>
<td>½ of the Scaled Points of the 5th subject</td>
<td>1 x 10 = 10</td>
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<tr>
<td>TOTAL</td>
<td>: 90</td>
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</table>

**HOW DOES THE HIGHER EDUCATION ENTRANCE SCORE RELATE TO SUBJECT RESULTS?**

The points for your five subjects are the scaled scores in each of those subjects. When SSABSA gives scores for SACE Stage 2 subjects, they are called Subject Achievement Scores. These Subject Achievement Scores are then adjusted (in a process called scaling). These adjusted or scaled scores, up to a maximum of 20 for each subject, are used to calculate the Higher Education entrance score for your best four subjects.

4 x 20 (scaled score) = 80
The points for the fifth Stage 2 subject are also adjusted through scaling. The points are then halved = 10. This gives an aggregate of 90. The aggregate is converted to a Tertiary Entrance Rank (TER) reported on a percentile scale ie in a score range 0-100.

**ARE SOME SUBJECT COMBINATIONS NOT ALLOWED?**

Some subject combinations are precluded for university entrance. There are over fifty of these combinations. Many are obvious. For example, Maths 1 and Business Maths can’t be counted. Modern History and any other modern History can’t be counted. Please check with your subject counsellors.

**WHERE CAN I GET MORE DETAILS?**

Anyone contemplating university entrance should read two books published by SATAC which are available in schools:

“Tertiary Entry”

“SATAC University Guide”

Other excellent sources of information are the following web-sites:

- www.tafe.sa.edu.au
- www.ssabsa.sa.edu.au
- www.satac.edu.au
- Individual university web-sites
HOW DO I QUALIFY FOR ENTRY TO A TAFE COURSE?

Like other tertiary institutions, TAFE assumes that applicants will have the required skill levels in literacy, numeracy, and spoken communication. This assumption holds true for apprentices as well as for applicants to diploma courses, which are the highest level TAFE courses awarded.

Minimum Entry Requirements are the minimum requirements (MER) applicants must fulfil before they are considered for a course. In addition, some courses require that applicants have successfully completed certain senior secondary school subjects.

Meeting the entry requirements does not guarantee acceptance into a course. This is because there are often more applicants than there are places in a course. Thus selection criteria are applied.

Selection criteria are the additional criteria which help college staff rank applicants who meet the entry requirements. These include: other modules studied, work experience, work-related study, employment experience, community experience, personal competencies, and interviews.

You MUST consult the “TAFE SA Selection Criteria Guide 2008-2009” and Course handbooks. See your School Counsellor.

IMPORTANT INFORMATION ABOUT V.E.T.

Vocational Education and Training (V.E.T.) is an international term used to describe the education and training arrangements to prepare young people for work. It ranges from gaining basic literacy skills to training for specific tasks. Training is based on key competency standards with the emphasis to suit the needs of providers, industries and the workplace. V.E.T. is divided into discrete components called modules. These modules may be accredited by both SACE Board and TAFE. This means that these modules can be counted as units towards the SACE at Stages 1 and/or 2.

V.E.T. modules may be available in MNSEC Schools. They will also be a requirement for those students undertaking a school-based traineeship. The Subject Counsellors will be able to provide this information for students who are interested in doing V.E.T. modules.
LEARNING PATHWAYS

TRADE Schools for the Future & TRADE TRAINING CENTRE

The Federally funded Trade Training Centre is fully integrated within the SA Department of Education and Children’s Services (DECS) Trade Schools for the Future providing curriculum and structural support to promote vocational training and the facilitation of Australian School-based Apprenticeships.

Trade Schools for the Future network between schools and industry to promote cooperative learning opportunities. Currently the Construction Industry Training Board supports the Doorways 2 Construction program [D2C] which promotes trades skills training in conjunction with local communities. Liaison with industry is a key role of the Apprenticeship Broker within the School to Work strategy.

The Flinders District Regional Trade Training Centre initiative will enable the further development of skills delivery across the key industry areas of Construction, Rural, and Resources & Engineering/Automotive in our region. In 2010 the infrastructure will be in place to deliver training in Automotive at Peterborough and Port Pirie, Engineering & Metal Fabrication at Jamestown and Primary Industries and Wood skills at Gladstone.

Peterborough High School, Jamestown Community School, Gladstone High School, John Pirie Secondary School and TafeSA Regional Port Pirie campus are the five key sites however, students from the entire region will be able to access a variety of high skill vocational training (Certificate 2 & 3) in their home school, by travelling between sites, and by targeted innovative application of e-training

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS

Apprenticeship and Traineeships are available in a range of careers. They are binding industrial contacts between the employer and the employee requiring the employer to train the employee on the job while they are earning a training wage. A school based apprenticeship combines school with on the job training under such a contract.

The school based trainee is required to complete the compulsory parts of the SACE as well as the requirements of an industrial standard certificate in the chosen career over the period of two years. If both sets of requirements are met then the trainee is awarded their SACE and a Certificate toward their chosen career.

Some points to note:
• An employer is a requirement. This may be either a member of the family or an outside individual / business.
• Where possible the student needs to find his or her own employer.
• The employer does not have to be local, however, the student must independently arrange travel to their place of work.
• Students are paid a wage depending on the apprenticeship. Part of this cost is met by the government.
• Community Learning and Flexible Learning – some community activities can contribute units towards SACE i.e. CFS, Doorways 2 Construction, Retail.
The following training in School Based Apprenticeships is currently being delivered within the MNSEC Cluster:
- Building/Construction
- Agriculture
- Health Services
- Childcare
- Retail
- Business & Finance
- Food & Hospitality
- Automotive/Mechanics
- Butchery
- Hairdressing
- Engineering

AGRICULTURE: CERTIFICATE I RURAL OPERATIONS
Agriculture has a broad curriculum which recognizes the spectrum of skills, knowledge and understanding required by its students. Senior agricultural courses include nationally recognized training that provides student with qualifications towards Certificate I and II training in Rural Operations.

CERTIFICATE I IN RACING (STABLEHAND)
1 Semester Subject (Semester 2)
This course caters for students with an interest in Horses/Animals/Agriculture. Experience with horses is not essential. Students are not expected to provide their own horse.

THEORETICAL COMPONENT
Students complete TAFE Workbooks covering the following units of competency:
- Introduction to Occupational Health and Safety Procedures
- Catch, Groom, and Handle Horses Safely under supervision
- Prepare for work in the horse codes of the racing industry
- Perform Basic Stable duties
There is also the option of students completing the elective unit;
- Perform basic riding or driving tasks

PRACTICAL COMPONENT
All participants will be expected to attend a 2-3 day Block Release where they will focus on the practical aspects of the following competencies under the guidance of a qualified instructor;
- Catch, Groom, and Handle Horses Safely under supervision
- Perform Basic Stable duties

EXCURSIONS
This course will also involve some/all of the following excursions.
- Balaklava Race Meetings
- Lindsay Park
- Clare Gymkhana
- Local Horse-Riding Excursion
- Morphettville Racecourse
These are intended to consolidate the students’ theoretical tasks. Individual schools will decide which excursions their students will partake in.

COSTS
There are fees associated with the enrolment of students in this TAFE course as well as costs involved with excursions. Interested students/parents should seek information from their senior school coordinators/subject counsellors.

COMMUNITY SPORTS PROGRAM
SPORT & RECREATION CERTIFICATE 1 & 2 [two year course]
Access is by application and selection criteria include involvement in both school and community sport.

Focus is on:
- Developing a strong appreciation of the sport and recreation industry, including seeking information about career opportunities across the sectors of the sport and recreation industry
- Applying underpinning knowledge and skills relating to planning and conducting sport and recreation activities
- Application of First Aid skills for injury in sport and recreation context
- Collaborative learning tasks
- Workplace learning in school and community activities, as related to the units of competency included in this SACE subject.

Workplace training associated with this course requires extensive involvement in both local school and community sport [organization and management level] and travel to participate in wider community sporting events, i.e., Masters Games, Gator Cup, MNSEC Athletics.

This course is currently delivered at Jamestown Community School at Years 10 & 11. Dependent on numbers the course may be delivered by Distance Delivery and interested students/parents should seek information from Jamestown Community School.

RETAIL
This course is conducted independent from the school curriculum and is associated with a student’s after hours work. Any student undertaking part-time work in the retail industry may achieve accreditation for this work. Interested students might contact a Registered Training Organization or a career Counselor at any school.

SUBJECT COUNSELLING Students are encouraged to seek information from parents, teachers, counselors, Centre link, Job Agencies, employers, Universities and TAFE.

The Personal Learning Plan [PLP] is a definitive course in each of the schools that will provide our students with information on life skills and career pathways. Therefore, prior to the counseling session, students will be familiar with career paths and their prerequisites (Parents may access this information by speaking with the student, contacting the school or from the school via each schools’ subject counseling process). Information will also be available in the MNSEC course booklet.
COMMUNITY LEARNING

The SACE Board recognises two kinds of Community Learning:

- Community Developed Programs
  Many community organisations develop and accredit their own programs. Examples of community organisations that develop such programs are the Australian Music Examinations Board, the Duke of Edinburgh’s Award, the Royal Life Saving Society (SA Branch), Scouts Australia, and the SA Country Fire Service.

- Self-Directed Community Learning
  There are many programs that are formally accredited. These are programs or sets of activities that are developed by the individual student or developed specifically for individual students by others. Examples of these programs include undertaking an independent life skills program or a personal enrichment program, care giving, taking leadership in the workplace and community, and mentoring.

The eight areas of community activity that provide the framework for community learning in the SACE are:

- Community Development
- Independent Living
- Performance
- Recreation Skills & Management
- Self-development
- Sports Skills & Management
- Volunteering
- Work Skills & Career Development

Students can accumulate up to 8 SACE units of community learning towards the completion requirements of the SACE at Stage 1 and/or 2 level. However, students cannot count the same community learning more than once towards SACE completion. Students are responsible for completing an application for recognition of approval to the SACE Coordinator of their school, who can arrange for an interview to verify this learning.
### MNSEC YEAR 11 AND 12 CURRICULUM SUMMARY

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<tr>
<th>STAGE 1</th>
<th>STAGE 2</th>
<th>STAGE 1+2</th>
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<td>GROUP 1</td>
<td>GROUP 2</td>
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<td>Legal Studies</td>
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<td>Media Studies</td>
<td>Art Practical</td>
<td>Visual Arts</td>
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<td>Music</td>
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<td>Sustainable Futures</td>
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School based Apprentices eg.
- Carpentry
- Retail
- Auto
- Agriculture
- Community Service – Health, Aged Care, Child Care
- Engineering
- Meat Processing
- Certificate I and II
- Rural Operations,
- Resources Industry
- Hospitality
- Tourism,
- Community Services-
- Health, Aged Care, Child Care
- Racing (Stablehand)
Community Studies
- Sustainable Futures
- Sport and Recreation
- Work Ed / Vocational Studies
- Community Based Learning
- First Aid
- Duke of Ed
- CFS
Stage 1
Agriculture
Australian Studies
Biology
Business Studies
Chemistry
Community Studies
Contemporary Issues in Science
Design & Technology
  - Communication Products – Photography
  - Communication Products – CAD
  - Material Products A
  - System & Control Products – Energy
  - System & Control Products – Electronics
English
Geography
German
History
Home Economics
Information Processing & Publishing
Information Technology
Legal Studies
Maths Applications 1
Maths Applications 2
Maths Studies 1
Maths Studies 2
Maths Studies 3
Media Studies
Music
Physical Education
Physics
Sustainable Futures
Tourism
Visual Arts

Stage 2
Agricultural & Horticultural
Agriculture Studies
Art Practical
Australian History
Australian Legal System
Biology
Chemistry
Communication Products – Photography
Community Studies
Contemporary Issues in Science
Craft Practical
Design Practical
English Communications
English Studies
Geography
German
Home Economics
Information Processing & Publishing
Information Technology
Legal Studies
Material Products
Math Applications
Math Methods
Math Studies
Music (HESS General)
Music (HESS Restricted)
Physical Education
Physics
Specialist Maths
Studies of Societies
Sustainable Futures
Tourism
Visual Art Studies
Work Ed/Vocational Studies
ARTS

Stage 1
Music
Visual Arts

Stage 2
Art Practical – 1 or 2 Unit (HESS R)
Craft Practical – 1 or 2 Unit (HESS R)
Design Practical – 1 or 2 Unit (HESS R)
Visual Art Studies – 2 Units only (HESS G)

Music (HESS G) – 2 linking units
Music (HESS R) – a combination of single units
MUSIC
Stage 1  Code 1MUS

Group 1

Duration of Course
1 or 2 Units

Assumed knowledge
8 – 10 music or extensive studies through the IMS instrumental program. Music experience students may have less background.

Content & Assessment
Presentation – Students prepare performances on their chosen instrument; either solo performance or ensemble. Instrumental teaching is essential for preparation towards stage 2. Students prepare either original compositions or arrangements.
Folio – Students maintain a folio of evidence of research into: musical styles, composers and performers and music in society.
Test – students study musical theory and develop their aural acuity. Assessment in test form.

Pathway
Can be either a ‘music experience’ program or advanced. The advanced program is designed to lead into Yr 12 music. Students study practical skills, theory and music in it’s social and cultural context.

Further Information
VISUAL ARTS
Includes a specialization in Art, Craft or Design

Stage 1 Code 1ART, 1DSN, 1CFT

Group 1

Duration of Course
1 or 2 Units

Assumed Knowledge
Minimum of 2 semesters in Middle School Art.

Content
Practical Work - students develop ideas and skills to complete one major piece of Art/Craft/Design work per unit. The student will need to record the practical pieces with notes and demonstrate the acquisition of skill and technique competencies in a chosen media.

Contemporary Practice in Art/Craft/Design - students study contemporary as well as relevant historical practice. This may include practical skills and techniques, their purpose and value and other technologies involved, the importance of new technologies and appropriate employment related topics.

Investigative Study - students investigate artists and their work in the context of the culture in which the work was produced. This can be written or oral presentation.

Assessment
Component 1: Practical Work 50%
Component 2: Contemporary Practice (10% - 40%) depending on specific School Assessment Plan and student cohort.
Component 3: Investigative Study (10% - 40%) depending on specific School Assessment Plan and student cohort.

Pathway
Leads to Stage 2 Art, Craft and Design HESS Restricted and Visual Arts Studies (HESS General)

Further Information
www.ssabsa.sa.edu.au
ART PRACTICAL
Stage 2 (HESS R) Code 2APL2

Group 1

Duration of Course
1 or 2 unit course

Assumed Knowledge
Nil, yet prior, recent Art study would be an advantage

Pathway Desirable background for Tertiary study in Art, Craft, Design or Art Industry at TAFE

Content

2 Unit
Section 1 – Art Practice
50% - Practical Studies (2 major works)
20% - Practical Extension (20, A3 pages)

Section 2 – Investigation Study
30% - a study of 2 topics from a given list

1 Unit Essentially half the requirements of a 2 unit study.
Section 1 – Art Practice
50% - Practical Studies (1 major work)
40% - Practical Extension (20, A3 pages)

Section 2 – Investigation Study
10% - 1 topic

Assessment School assessed and SSABSA moderated. Practical 70% and Theory 30% (full year). Work required assessment throughout. Areas will be a combination of major pieces, support work, written work, diary entries. The Investigative studies are marked at school and then sent to SSABSA for Central Moderation in the Term 3 holidays The Art Practice components are marked at school and moderated by SSABSA through visit moderation.

Further Information
This is a rewarding, self-directed cut strand that allows for individual exploration and development. Most traditional art materials are supplied however students often purchase individual personalised supplies. Printing and internet cost.
CRAFT PRACTICAL
Stage 2 (HESS R)       Code 2CPL2

Group 1

Assumed Knowledge
Nil, yet prior, recent Art study would be an advantage.

Duration of Course
2 Units

Content of Subject
Section 1  Craft Practice
          Practical Studies  50%
          Methods and Materials  20%
Section 2  Investigative Study
          2 Investigations 30%

1 Unit
Section 1:  Craft Practice
          Practical Studies  50%
          Methods and Materials  40%
Section 2  Investigative Studies
          1 Investigation  10%

Assessment
Practical: 50% 2 major pieces. School assessed with visit moderation.
Folio: Investigative study 30% - 2 topics. School assessed and centrally moderated.
Methods and materials 20%. School assessed with visit moderation.

Further Information
The study of Craft Practical/Design Practical as well as Art Practical and/or Visual Art Studies is a precluded combination for HESS entry score.
Students may need to purchase specialist craft supplies.
Printing and internet costs.
DESIGN PRACTICAL
Stage 2 (HESS R) 2DSP2

Group 1

Assumed Knowledge
Nil, yet prior, recent Art study would be an advantage.

Duration of Course
2 Units

Content of Subject
Section 1  Practical work & Methods and Materials Folio
  Practical Work  50%
  Methods and Materials  20%
Section 2  Investigative Study
  2 Investigations  30%

1 Unit

Section 1:
  Practical Work  50%
  Methods and Materials  40%
Section 2 – Investigative Studies
  1 Investigation  10%

Assessment
Practical: 50% 2 major pieces. School assessed with visit moderation.
Folio: Investigative study 30% - 2 topics. School assessed and centrally moderated.
Methods and materials 20%.
School assessed with visit moderation.

Further Information
The study of Craft Practical/Design Practical as well as Art Practical and/or Visual Art Studies is a precluded combination for HESS entry score.
Students may need to purchase specialist craft supplies.
Printing and internet costs.
VISUAL ART STUDIES
Stage 2 (HESS G) Code 2VAS2

Group 1

Duration of Course
2 Units

Assumed Knowledge
SSABSA has no pre-requisite for this subject yet prior, recent Art study would be an advantage.

Content
Part 1 Visual Arts Practice – 50% of time allocation.
Prepare develop and complete 2 major practical works of visual art
Part 2 The study of Visual Art
• 15% Part 1 – a study of art topics with a Historical focus
• 15% Part 2 – a study of art topics with a Contemporary focus
• 20% Part 3 – student choice topic – a personal study of a visual art topic from a given list

Assessment
1 Practical Studies – 50% school assessed/SSABSA moderated
2 Study of Visual Art Part 1 & 2 – 30% by external examination of 2 hours duration
3 Study of Visual Art Part 3 – 20% by research report submitted to SSABSA for external moderation

Pathway
Desirable preparation for tertiary Art, Design, Craft, Art History, Gallery Curator, Education

Further Information
The study of both Visual Art Studies and Art Practical and/or Craft Practical or Design Practical is a precluded combination for HESS entry score. Visual Art Studies can be undertaken with an Art, Craft or Design focus. Most traditional art materials are supplied, however students often need to purchase specialised items because of the individual nature of the subject. Printing and internet costs
MUSIC
Stage 2 (HESS General)  Code

Group 1

Duration of Course
2 unit course

Assumed knowledge
Year 11 Music. Year 12 Music is structured so that a student must choose 2 different units. One set of these creates a HESS general program, the other HESS restricted.

Content
Musicianship, Composing Arranging, Performance Special Study, Solo Performance, Music in Context

Assessment
External moderation of performances and work.

Pathway

Further Information
Check combinations of HESS general.
MUSIC
Stage 2 (HESS R) Code

Group 1

Duration of Course
2 unit course

Assumed knowledge
Year 11 Music. Year 12 music is structured so that a student must choose 2 different units. One set of these creates a HESS general program, the other HESS restricted.

Content
Choice of any 2 - Solo Performance
- Composing and arranging
- Ensemble Performance (practicality: there must be an ‘ensemble’ the student can work with at Stage 2 level. Note an ‘ensemble’ consists of at least 2 members)
- Music Individual Study (similar to a Community Studies unit)

Assessment
External moderation of performances and work.

Pathway

Further Information
Check combinations of HESS general
ENGLISH

Stage 1

English

Stage 2

English Communication
English Studies
**ENGLISH**  
Stage 1    Code 1ENG

Either Stage 1 or Stage 2 English is a compulsory subject for all students who wish to qualify for the SACE.

**Duration of Course**  
1 or 2 unit course

**Assumed knowledge**  
Nil

**Content**  
Students will extend their language skills and understandings through a range of activities. These will cover:

- Written Expression and Text Responses
- Oral Expression
- Critical Literacy Studies:
  - (Function and Power of Language)
  - (Connected Texts Study)

**Assessment**  
Students are required to present a folio of work which meets SACE requirements. The two unit requirement is:

- Complete task requirements in all four areas listed above
- Written Expression and Text Responses (1200—4000 words)
- Oral Expression (at least one, 2—6 minutes)
- Critical Literacy Studies: (each 500—1000 words)

**Pathway**  
Solid achievement in this subject will prepare students for Stage 2 English, and be an advantage for other "language-rich" Stage 2 subjects.

**Further Information**  
Students may also be offered the opportunity to view plays or films at some personal cost. Requirements for a one-unit course are half those listed.
ENGLISH COMMUNICATION
Stage 2 (HESS G)  Code 2ECP2

Group 1

Duration of Course
2 unit course

Assumed knowledge
More than 'satisfactory' performance at Stage 1 English is essential.

Content
This course requires students to study, respond to, and construct, a range of poetry, novel, drama, writing and media texts, in order to learn about the power of language in society.

Assessment
Students are required to present a folio of their work and must meet minimum requirements.

The two-unit course has the following requirements:
A communication study (two tasks) –
eg: mass media, meetings, business language, and advertising

A text study (three tasks) eg: novel, poetry, drama, film

A text production study (four tasks) eg: narrative, recount, expository, imaginative writing pieces

Applications (two tasks) eg: film-making, oral language, multi-media, publishing

Pathway
This subject is a HESS subject and can count towards all tertiary courses.

Further Information
The course may require students to attend dramatic productions or films, and spend some time working outside the classroom.

The one-unit course requires the communication study (40%) or text study (40%) and text production study (30%) and application (30%) involving seven tasks in all.
ENGLISH STUDIES
Stage 2 (HESS G)       Code 2EGS2

Group 1

Duration of Course
2 unit course

Assumed knowledge
More than 'satisfactory' ability to read and write critically and accurately at Stage 1 English is essential.

Content
Students are required to cover Text Study where they study closely five texts which must include:
- one film text
- one novel
- at least 1000 lines of poetry
- at least one drama text
- a range of shorter texts for critical reading.

Students are required to complete Text Production Study:
- a range of writing tasks
- a range of oral presentations

Students are required to complete an Individual Study:
- read two independently chosen texts
- write a set of critical reflections on their reading (6-8000 words)
- 1500 - 2000 word critical essay on the two texts

Assessment
Final assessment is based on:
50% school assessment (Text Study, Text Production)
50% external assessment (Exam, Independent Study).

Pathway
This subject counts for tertiary entrance.
Subject is a component of, or of great assistance, in many degree courses.
HEALTH & PERSONAL DEVELOPMENT

Stage 1

Community Studies
Home Economics
Physical Education

Stage 2

Community Studies
Home Economics
Physical Education
Work Studies/Vocational Studies
COMMUNITY STUDIES
Stage 1  Code

Group 1 or 2
1 or 2 units

Duration of Course
As negotiated.

Assumed knowledge
Nil – this subject cannot be used for gaining a TER for entrance into university.

Content
There are 12 areas of study available. These are: Arts & the Community, Business & the Community, Communication & the Community, Design, Construction & the Community, Environment & The Community, Foods & the Community, Health, Recreation & the Community, Lifestyle & the Community, Mathematics & the Community, Science & the Community, Technology & the Community, Work & the Community.

Exact details of the content to be covered is negotiated by the teacher and the student in the first few weeks of the course.

Assessment
Is based on successful completion of the work required and negotiated for the unit. Work will be negotiated between teachers, students and a SSABSA moderator and it will take the form of a contract of work.

Pathway
This course aims to encourage students to: work in areas of interest to them, negotiated and plan course details, use the community as a resource for learning, seek feedback from a range of people about the work undertaken, evaluate their own work, complete relevant practical work.

Further Information
Students require self motivation and good time management skills to be successful in this area of study. This subject cannot be used for gaining a TER score for entrance into university.
HOME ECONOMICS
Stage 1  Code 1HEC

Group 1

Duration of Course
1 or 2 unit course

Assumed knowledge
Previous experience not essential but definitely an asset, especially in some practical areas.

Content
Various courses offered at different schools. Check with your teacher about the content offered.

- Nutrition & Lifestyle
- Food & Catering
- Childcare
- Technology
- Catering Careers
- Food Preparation & Presentation
- Adolescence
- Independent Living
- Clothing & Textiles
- Sewing for Pleasure
- Food & Culture
- Technology, Food & Textiles
  - Technology & Textiles
  - Technology, Home & Lifestyle

Assessment
with written Research and Analysis (40%) and Practical Investigations (60%)
Major test/exam - negotiable - check your school.

Pathway
Desirable, but not essential, for Year 12 Home Economics. Desirable for development of skills for apprenticeships in some areas.

Further Information
Costs for materials generally covered by the student.
PHYSICAL EDUCATION
Stage 1        Code 1PQP

Group 2

Duration of Course
1 or 2 unit course

Assumed knowledge
Desirable that students have satisfactorily completed units in previous years

Content
Within each unit, at least 3 practical sports and 2 theory topics will be taught and studied.
These may come from the lists below.
Practical:
  · Fitness
  · Aquatics (will require attendance at camp)
  · Archery
  · Lawn Bowls
  · Badminton
  · Softball
  · Basketball
  · Soft Lacrosse
  · Recreational (will require attendance at camp)
  · Golf
  · Netball
  · Volleyball

Theory:
  · Sports Injuries
  · Health & Lifestyles
  · Conditioning / Fitness
  · Recreational Camp
  · Sports, Games and Play
  · Coaching
  · Exercise Physiology
  · Biomechanics
  · Energy Systems

Assessment
A variety of assessment procedures will be used.
These will include practicals, written assignments, survey work, short tests, research work and oral responses.

Pathway
Provides a sound base for Stage 2.

Further Information
A camp may be held during the first semester whereby students will participate in recreational activities.
There will be expenses involved in this subject.
COMMUNITY STUDIES
Stage 2 (Non-HESS)       Code

Group 1 or 2
1 or 2 units

Duration of Course
Up to 4 units can be taken from each area of study.

Assumed knowledge
Nil – this subject cannot be used for gaining a TER score for entrance into university.

Content
There are 12 areas of study available. These are: Arts & the Community, Business & the Community, Communication & the Community, Design, Construction & the Community, Environment & The Community, Foods & the Community, Health, Recreation & the Community, Lifestyle & the Community, Mathematics & the Community, Science & the Community, Technology & the Community, Work & the Community.

Exact details of the content to be covered is negotiated by the teacher and the student in the first few weeks of the course.

Assessment
Successful completion of all tasks negotiated in the assessment plan. Work sent to SSABSA for central moderation. Assessment is reported as SA or RA or RNM; ie no numerical grade is awarded.

Pathway
This subject cannot be used for gaining a TER score for entrance into university.

Further Information
All students are required to: negotiate their own curriculum with the teacher by planning course details, negotiate with people in the community who can support learning and help use the community as a resource, maintain a weekly record of evidence (Journal) of planning, progress and learning & Work independently. Community Studies cannot be used in SACE as a Hess General or Hess Restricted Subject for university entrance.
HOME ECONOMICS  
Stage 2 (HESS G)  
Code 2HXP2, CXP2, 2NTS2, 2TXP2

Group 1

Duration of Course
2 unit course

Assumed knowledge
A background of senior school Home Economics is desirable but not essential.

Content
Stage 2 SSABSA Home Economics Syllabus.
Areas of study offered include:
• Early Childhood Studies
• Food and Hospitality Studies
• Nutrition Studies
• Textile Studies

Students may study a one year sequential course, one semester course or a 2 semester non-sequential course.
The content will be negotiated with the teacher involved.

Assessment
For a two-unit subject, components include:
  Independent Practical Investigations  30%
  Directed Practical Investigations  30%
  Collaborative Task  10%
  Special Study  30%

For a one-unit subject, the Special Study is omitted

Pathway
Offers opportunities for all students to develop skills and knowledge related to continuing education and vocational opportunities, as well as personal interests.

Further Information
Excursions may be part of the course offered.
PHYSICAL EDUCATION
Stage 2 (HESS G)  Code 2PQP2

Group 2
Duration of Course
2 unit course

Assumed knowledge
Nil.
SACE Level 1 Physical Education would be an advantage as would study in related Science courses, eg Biology, Physics.

Content
All students will study the following theory topics as the core unit.
Exercise Physiology and Physical Activity
- Energy sources for physical performance
- What are the effects of training and evaluation on physical performance
- How can specific physiological factors affect performance
- What factors affect patterns of physical activity
The Acquisition of skills and the Biomechanics of Movement
- How is a skill acquired
- What are the specific factors that affect learning
- How can the psychology of learning affect the performance of physical skills
- How can biomechanics improve skilled performance

All students will also study on issue analysis (investigation of a contemporary issue in sport) as a core unit.

Practical: Students must undertake three major practical topics from the SSABSA registered practical options. One major practical topic will be Aquatics while the two other options are negotiable depending on numbers and facilities. Major units constitute 18 hrs of practical activity.

Assessment
A variety of methodology will be used. 50% of the marks are from the practical options which are based on skill level and development, game tactics and understanding of the game. 10% based on theory including practical reports, lab. reports, tests.
10% based on a major written analysis of current sports issues. 30% based on one exam, at the end of the year.

Pathway
Provides background for tertiary study in Physical Education teaching, Exercise Physiology and Sports Sciences, Fitness training, Outdoor recreation, Community recreation, Sports coaching.

Further Information
The practical options may have to be done in blocks of work of up to 3 days at a time, plus a three day camp to study an aquatics major.
Students must be aware that there will be travel, accommodation and instructor expenses. Students must be aware of the time commitment in organising a practical component of the course.
WORK STUDIES / VOCATIONAL STUDIES

STAGE 2 (HESS R) CODE

Group 1 or 2

DURATION OF COURSE

1 or 2 Unit Course

ASSUMED KNOWLEDGE

NIL

CONTENT

Students are able to choose from the following units:

WORK STUDIES A (1 UNIT)
- Theory: What is Work, Finding Employment, Industrial Relations 50%
- Work Experience 50%

WORK STUDIES B (1 UNIT)
- Theory: Career Pathways, Places of Work 50%
- Work Experience 50%

VOCATIONAL STUDIES A (2 UNITS)
- Theory: As per Work Studies A 25%
- VET Modules 25%
- Work Experience 50%

VOCATIONAL STUDIES B (2 UNITS)
- Theory: As per Work Studies B 25%
- VET Modules 25%
- Work Experience 50%

ASSESSMENT
- Theoretical Studies 50%
- Work Experience 25%
- Work placement refection journal 25%
- In Work Studies B and Vocational Studies B students are required to undertake an individual research assignment and oral and written assignments.

PATHWAY

For more information please check the back of the SATAC Entry Requirements book.
No more than one of these subjects can count towards your SACE/TER University pathway.
The selection of these subjects needs to be done in negotiation with your school’s SACE Coordinator.

FURTHER INFORMATION

As evident from the above course information students will be required to undertake significant structured workplace learning. Paid work may count.
LANGUAGES

Stage 1

German

Stage 2

German
GERMAN - ADVANCED
Stage 1 Code 1GNE

Group 1

Duration of Course
2 unit course

Assumed knowledge
Successful completion of Year 10 German.

Content
The teacher will select from the following prescribed topics:
Personal Identity, School and Aspirations, Leisure and Lifestyles, People and Places, Past and Present, Arts and Entertainment, The World of Work, Youth Issues, Tourism and Hospitality (may be counted as a VET unit). Students will consolidate and develop their understanding of German grammar in this course.

Assessment
In each semester, the assessment will include the following four assessment components: Oral Task, Written Task, Text Analysis (eg: Reading Comprehension), Investigative Task (Research on a cultural aspect, with oral or written part in German, and a written part in English of 250 words). A final exam will be set as a preparatory exercise for Stage 2.

Pathway
Stage 2 German.
GERMAN
Stage 2 (HESS G) Code 2GNE2

Group 1

Duration of Course
2 unit course

Assumed knowledge
Satisfactory completion of 2 units of Stage 1 German, or 400 hours of German language is essential

Content
Those prescribed texts not studied in Stage 1 (see previous page) will be covered in Stage 2.
Students will further consolidate and develop their understanding of German grammar during this course.

Assessment
Formative, diagnostic and similar assessment may be used, but is not part of final grades.
Assessment will have four components, weighted as shown:
Course Work: five summative tasks using three types of assessment (oral, written, text analysis) - 35%
In-depth Study: Based on one of the last six prescribed topics. Three summative tasks will be set with the in-depth study, an oral presentation (3-5 minutes), a written response in German (600 words), and a written response in English (600 words) - 15%
Oral Examination: this consists of a conversation about the student's world (5-7 minutes) and a discussion on the in-depth study (5-8 minutes) - 15%
Written examination: 3 hours with components of listening and reading comprehension, and written expression - 35%

Pathway
This course is accepted for entry into tertiary institutions.

Further Information
Some universities give bonus points for university entry for a pass in a foreign language.
MATHMATICS

Stage 1

Maths Applications 1
Maths Applications 2
Maths Studies 1
Maths Studies 2
Maths Studies 3

Stage 2

Mathematical Applications
Mathematical Methods
Mathematical Studies
Specialist Maths
MATHEMATICAL APPLICATIONS 1
Stage 1  Code 1MTH

Group 2

Duration of Course
1 unit course

Assumed knowledge
Year 10 Maths

Content
Topics will be chosen from:
- Measurement
- Data in Content
- Earnings & Spending
- Networks and Matrices
- Saving & Borrowing
- Statistics
- Geometry & mensuration

Assessment
Students will be encouraged to reach their highest potential through skills and applications tasks, directed investigations and projects. Students may be required to present oral reports or other multimedia formats.

Pathway
When taken in conjunction with a Semester 2 Mathematics course it can lead to the Stage 2 Mathematical Applications (HESS-R) course.

Further Information
The program will incorporate the use of graphics calculators and/or computers.
MATHEMATICAL APPLICATIONS 2
Stage 1       Code 1MTH

Group 2

Duration of Course
1 unit course

Assumed knowledge
Sound achievement in semester 1 Maths Applications

Content
Topics will be chosen from:
- Geometry and Mensuration
- Statistics
- Saving and Borrowing
- Simulation Random Processes
- Networks and Matrices
- Data in context
- Earning and Spending

Assessment
Students will be encouraged to reach their highest potential through skills and applications tasks, directed investigations and projects.

Pathway
When taken in conjunction with a semester 1 Mathematics course it can lead to the Stage 2 Mathematical Applications (HESS-R) course.

Further Information
The program will incorporate the use of graphics calculators and or computers.
MATHEMATICAL STUDIES 1
Stage 1 Code 1MTH

Group 2

Duration of Course
1 unit course

Assumed knowledge
Successful achievement in Year 10 Mathematics.

Content
Topics will be:
- Quadratic and other Polynomials
- Geometry and Mensuration
- Statistics
- Models of Growth

Assessment
Students will be encouraged to reach their highest potential through skills and applications tasks, directed investigations and projects.

Pathway
When taken in conjunction with the semester 2 Maths Studies course, it can lead to Stage 2 Maths Studies (HESS-G)

Further Information
The program will incorporate the use of graphic calculators and or computers.
MATHEMATICAL STUDIES 2
Stage 1 Code 1MTH

Group 2

Duration of Course
1 unit course

Assumed knowledge
Successful achievement in Semester 1 Maths Studies

Content
Topics will be chosen from:
- Models of Growth
- Quadratics and other Polynomials
- Coordinate Geometry
- Functions and Graphs

Assessment
Students will be encouraged to reach their highest potential through skills and applications tasks, directed investigations and projects.

Pathway
When taken with Semester 1 Maths Studies course it can lead to Stage 2 Mathematical Applications (HESS –R), Mathematical Methods (HESS –G) or Mathematical Studies (HESS-G). If taken with Stage 1 Maths Studies 3 it can then lead to Specialist Maths (HESS-G) at Stage 2.

Further Information
The program will incorporate the use of graphics calculators and or computers.
MATHEMATICAL STUDIES 3  
Stage 1       Code 1MTH

Group 2

Duration of Course  
1 unit course

Assumed knowledge  
Successful achievement in Yr 10 Mathematics

Content
Topics will be:
- Planar Geometry
- Periodic Phenomena

Assessment
Students will be encouraged to reach their highest potential through skills and applications tasks, directed investigations and projects.

Pathway
When taken in conjunction with the Semester 1 Maths Studies 1 and 2 course it can lead to Specialist Mathematics (HESS-G) at Stage 2.

Further Information
The program will incorporate the use of graphics calculators and or computers.
MATHEMATICAL APPLICATIONS
Stage 2 (HESS R)    Code 2MAP2

Group 2

Duration of Course
2 unit course

Assumed knowledge
Satisfactory completion of at least 2 units of SACE Stage 1 Mathematics

Content
4 units from:
- Investments & Loans
- Statistics and Working with data
- Matrices
- Maths & Small Business
- Optimisation
- Probability and Simulation
- Share Investments
- Geometry
- Open Topic (teacher choice)

Assessment
Continuous Assessment grade given for each topic based upon the results of marked work (tests, assignments, projects /directed investigations).
A portfolio consisting of the directed investigations and projects.
A mid year and final exam worth 30% each semester is included in the continuous assessment component.

Pathway
Practical applications courses in the areas of building, construction, aquaculture, agriculture, retail, office management, visual arts, engineering trades, small business, tourism, hospitality, nursing and paramedical areas.

Further Information
MATHEMATICAL METHODS
Stage 2 (HESS G)  Code 2MME2

Group 2

Duration of Course
2 unit course

Assumed knowledge
Successful completion of two units of Stage 1 Maths Studies

Content
Topics include
- Working with Statistics
- Algebraic Models from Data
- Calculus Describing change
- Linear Models –Managing Resources

Assessment
External Examination  50%
Skills & Applications Tasks – 35%
Portfolio (Projects, DI’s) –15%

Pathway
Where mathematical knowledge is useful, pathways such as accounting, management, computer studies, health sciences, business, commerce and psychology. (Check SATAC prerequisites).

Further Information
Students examine what has happened and what is happening in the world round them and to interact with their findings.
MATHEMATICAL STUDIES
Stage 2  (HESS G)       Code 2MSU2

Duration of Course
2 unit course

Assumed knowledge
Knowledge as contained in 2 units of Stage 1 Maths Studies course.

Content
This subject consists of the following three topics
Topic 1: Working with Statistics - 26 hrs
Topic 2: Working with Functions and Graphs using Calculus - 46 hrs
Topic 3: Working with Linear Equations and Matrices - 20 hrs
Approximately 8 hrs of the teaching contact time should be spent on the portfolio, which is one of the assessment components. Additional Teaching time should be allocated to consolidations and other forms of school based assessment.

Assessment
Examination 50%
Skills and Applications 35%
Portfolio (Projects, Directed Investigations) 15%

Pathway
Where mathematical knowledge is a prerequisite and useful for careers in architecture, economics, biological, environmental, geological and agricultural sciences.
If studied in conjunction with Specialist Mathematics, it will provide students with pathways into courses such as mathematical sciences, engineering, computer sciences and surveying.

Further Information
Students explore, describe and explain aspects of the world round them in a mathematical way.
SPECIALIST MATHEMATICS
Stage 2 (HESS G)              Code 2SPM2

Group 2

Duration of Course
2 unit course

Assumed knowledge
Students who undertake this subject should have successfully completed Maths studies 1, Maths Studies 2, Maths Studies 3.

Content
This subject consists of the following five topics:
Topic 1: Trigonometric Preliminaries -6 hrs
Topic 2: Polynomials and Complex Numbers -24hrs
Topic 3: Vectors and Geometry -24 hrs
Topic 4: Calculus -26 hrs
Topic 5: Differential Equations - 20hrs
The directed investigation(s)

Assessment
Examination 50%
Skills and Applications Task 40%
Directed Investigation Tasks 10%

Pathway
Where a high level of Mathematics is essential, mathematical sciences, engineering, computer sciences, physical sciences and surveying. Students can gain from Specialist Mathematics the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject will provide pathways into university courses in mathematical sciences, engineering, computer sciences, and surveying. Students envisaged careers in other fields, including economics and commerce, may also benefit from studying this subject.

Further Information
Students will experience and understand mathematics as a growing body of knowledge for creative use in application to an external environment.
SCIENCE

Stage 1

Biology
Chemistry
Contemporary Issues and Science
Physics

Stage 2

Biology
Chemistry
Contemporary Issues And Science
Physics
BIOLOGY
Stage 1  Code 1BIO

Group 2

Duration of Course
1 or 2 unit course

Assumed knowledge
Year 8 to 10 Science

Content
Each unit will consist of 2 of the following:
Cellular Biology, Physiology, Ecology. Included in each area are
considerations of sound issues associated with the topic eg gene technology.

Assessment
The following assessment strategies may be incorporated:  Topic Tests,
Practical / Experiments, Field Work, Practical Tests, Oral Communications,
Assignments, Research Projects, Essays.

Pathway
Stage 1 Biology is a desirable preparation for Stage 2 Biology, Agriculture and
Agricultural Science.

Further Information
Field trips may form a component of specific topics. A small cost factor may
be involved.
CHEMISTRY

Stage 1 Code 1CHM

Group 2

Duration of Course
1 or 2 unit course

Assumed knowledge
Successful experience of Science at Year 10.

Content
There are several topics set for study.
These may include:
- Matter
- Acids and Bases
- Interactions between particles
- Electrochemistry
- Water
- Chemical calculations
- Carbon Chemistry

Assessment
A variety of forms will be used.
These may include short tests, research assignments, practical work, oral presentations, exams and practical reports.

Pathway
2 units are required for Stage 2 Chemistry. 1 or 2 units are useful for many other Stage 2 subjects.
CONTEMPORARY ISSUES IN SCIENCE
Stage 1 Code 1CSC

Group 2

Duration of Course
1 or 2 unit course

Assumed knowledge
Year 10 Science preferred.

Content
This subject emphasises the way in which scientific knowledge is obtained, put together, and applied through practical activities. Students will be involved in designing experiments, collecting, analysing and using scientific data. Students will also be involved in working singly, and in groups, as scientists do, to investigate a contemporary issue in science, and present their findings to an audience. The subject offers opportunity for negotiation on topics and areas of investigation, and requires students to make decisions about their own learning.

Assessment
Assessment will include:
- A Collaborative Presentation about an issue
- An Individual Study about a second issue
- A Practical Investigation
- A Portfolio of other tasks

Pathway
This subject may provide suitable background for future studies in a range of Stage 2 Science subjects. It may also provide appropriate background for some TAFE courses which involve Science or require a background in Science.

Further Information
This course may include compulsory field trips which entail some costs which must be borne by the students involved.
PHYSICS
Stage 1   Code 1PHY

Group 2

Duration of Course
1 or 2 unit course

Assumed knowledge
Successful completion of Year 10 Science.

Content
Content will vary between schools but will be chosen from the topics:
· Motion
· Dynamics
· Electricity
· Magnetism
· Light
· Sound
· Heat
· Fluids
· Machines
· Electronics.
· Astrophysics

Assessment
May include tests / examinations, assignments, extended writing exercises, practical and research reports in both written and oral modes

Pathway
Required for higher level Physics leading to tertiary studies in scientific, medical and engineering fields.
Desirable background for engineering, electrical, electronics and automotive trades

Further Information
Students wishing to proceed to Stage 2 Physics must study 2 units of stage 1 Physics.
BIOLOGY
Stage 2 (HESS G) Code 2BIO2

Group 2

Duration of Course
2 unit course

Assumed knowledge
No specific pre-requisites exist. However it is advantageous for students to have completed some portion of Stage 1 Biology or a related Stage 1 course eg Chemistry or Agriculture.

Content
The content is organised around four themes, each divided into six strands:

Themes Macromolecules, Cells, Organisms, Ecosystems.

Assessment
Assessment is made up of 4 assessment components which include an external exam set by SSABSA and school based assessments which are moderated by the exam.
External assessment (50%) - Component 1 – External Examination (50%).
School Assessment (50%)
- Component 2 – Theory (eg Tests) (22.5%)
- Component 3 – Practical Work (17.5%)
- Component 4 – Human Awareness Essay (10%)

Pathway
This course may lead to courses in the Sciences and Medical/Para-medical areas at tertiary level.

Further Information
CHEMISTRY
Stage 2 (HESS G)   Code 2CHM2

Group 2

Duration of Course
2 unit course

Assumed knowledge
A solid performance in 2 units of Stage 1 Chemistry has been shown to be necessary for success in this subject.

Content
Skills
Elemental and Environmental Chemistry
Analytical Techniques
Using and Controlling Reactions
Organic and Biological Chemistry
Materials

Assessment
External exam   50%
Tests/assignments  25%
Practical work   17.5%
Social Relevance tasks  7.5%

Pathway
A pre-requisite for some first year University subjects in courses in Science, Engineering and Medicine. Assumed knowledge in others and in courses such as Agriculture, Natural Resources Management, Oenology.

Further Information
Costs that might be involved, excursions, camps
CONTEMPORARY ISSUES IN SCIENCE
Stage 2 (HESS R)       Code 2CSC2

Group 2

Duration of Course
2 unit course

Assumed knowledge
Students are expected to have studied Science in Years 8 to 10. It would be an advantage to have studied any Stage 1 Science course.

Content
This subject emphasises the way in which scientific knowledge is obtained, put together, and applied through practical activities. Students will be involved in designing experiments, collecting, analysing and using scientific data. Students will also be involved in working singly, and in groups, as scientists do, to investigate contemporary issues in science, and present their findings to an audience. The subject offers opportunity for negotiation on from four to six topics which come from a unifying theme, and requires students to make decisions about their own learning.

Assessment
Assessment is in four parts:
A Collaborative Presentation about an issue (15%)
An Individual Study about a second issue (15%)
A Practical Investigation (20%)
A Portfolio of other tasks, including interviews, filed trip reports, written assignments, tests, or an examination (50%)

Pathway
This course may provide the necessary background for studies in the Sciences, Medical/Para-medical areas, and other related disciplines at the tertiary level.

Further Information
Students wishing to proceed to Stage 2 Physics may be disadvantaged if they do not undertake two units of Stage 1 Physics.
PHYSICS
Stage 2 (HESS G) Code 2PHY2

Group 2

Duration of Course
2 unit course

Assumed knowledge
A solid performance in 2 units of Stage 1 Physics has been shown to be necessary for success in this subject

Content
Motion in Two Dimensions
Electricity and Magnetism
Light and Matter
Atoms and Nuclei
Skills:
- Experimental
- Investigation Design
- Information
- Communication

Assessment
- External Assessment (50%)
- Assessment Component 1 - External Examination
- School Assessment (50%)
- Assessment Component 2 - Theory
- Assessment Component 3 - practical Work
- Assessment Component 4 - Information Search and Oral Presentation

Pathway
Pre-requisite for a range of tertiary courses in the scientific and engineering fields.
SOCIETY & ENVIRONMENT

Stage 1

Agriculture
Australian Studies
Business Studies
Geography
History
Legal Studies
Media Studies
Sustainable Futures
Tourism

Stage 2

Agriculture & Horticultural Science
Agricultural Science
Australian History
Australian Legal System
Geography
Legal Studies
Studies of Societies
Sustainable Futures
Tourism
AGRICULTURAL & HORTICULTURAL SCIENCE

Stage 1  Code 1AGR

Group  2

Duration of Course
1 or 2 unit course

Assumed knowledge
There are no specific pre-requisites to Stage 1 Agriculture, although satisfactory completion of Year 10 Agriculture / Science would be an advantage.

Content

- **Cattle management** (feed lotting, led steer, GM analysis, husbandry, nutrition).
- **Sheep management** (feed lotting, GM analysis, husbandry, nutrition, shearing, mustering, fencing)
- **Broad acre Cropping** (farm safety, tractor driving, auto steer and variable rate seeding combine calibration, control of weeds, header operations)
- **Orchard management** (pruning, irrigation management)

Assessment
Continuous assessment using:
- Work skills and practices
- Written assignments
- Oral presentation
- Graphic skills exercises

Pathway
This subject provides a good background to stage 2 HESSR and HESS G Agriculture. This subject will be offered as a part of a Certificate 2 in Agriculture in conjunction with TAFE.

Further Information
Compulsory field work and handling animals
AUSTRALIAN STUDIES
Stage 1        Code 1AUS

Group 1

Duration of Course
1 or 2 unit course

Assumed knowledge
Nil

Content
In one unit of Australian Studies, students will cover:
· An overview of some aspects of Australia
· Two specific issue studies.
Topics will be decided by individual teachers/schools. They may cover:
Aboriginal Land Rights, Migration, Uranium, Politics, Mining, Poverty,
Republican Debate and the Rural Crisis.
Students choosing a second unit of Australian Studies will follow the same
pattern but the overview and issue studies will cover different topics.

Assessment
There will be a wide range of assessment activities which may include
essays, research assignments, oral presentations, interviews, field work, etc.
Students must present work on both the overview and two issue studies to
gain satisfactory achievement.

Pathway
Sound achievement in this subject will assist students in Stage 2 subjects
such as Social Studies and Australian History.

Further Information
This unit may include an excursion, with data, map work, diagrams, writing,
empathy, field work and oral will be covered.
BUSINESS STUDIES

Stage 1 Code 1BUS

Group 1

Duration of Course
1 or 2 unit course

Assumed knowledge
Nil

Content
A choice from the following will be offered.
- Business in Society
- Business Ownership
- Technology & the Business World
- The Office
- Money & Financial Institutions
- Wise Buying
- Clubs & Societies

Assessment
Internal Summative:
A variety of assessment methods will be used including:
- Oral & Written Reports
- Essays
- Work Sheets
- Tests
- Group Work
- Research Assignments
- Reviews.
Also each student will keep a well organised and complete folder of work.

Pathway
Stage 2: Business Studies
GEOGRAPHY
Stage 1          Code 1GGY

Group 1

Duration of Course
1 or 2 unit course

Assumed knowledge
Nil, however Year 10 Society and Environment would be an advantage.

Content
Geography Studies four key themes:
  1) Location and distribution
  2) Natural Environments at risk
  3) People, Resources, and Development
  4) Issues for Geographers

All of these topics study facets of the relationship that exists between people and their environment. There are specific skills that geographers develop and these are an integral part of the course. Some of these skills include mapping, using statistical data, GIS and GGPS technology. Fieldwork is an important aspect of any studies in Geography.

Assessment
There are four assessment components which are weighted at between 10% and 50% each. They are:
  1) Application of Concepts and Skills
  2) Spatial Inquiry
  3) Fieldwork Activity
  4) Investigation.

Pathway
Stage 2 studies in subjects such as Geography, Tourism and Sustainable Futures.

Further Information
Fieldwork may involve excursions and possibly a camp.
HISTORY
Stage 1       Code 1HIS1

Group 1

Duration of Course
1 or 2 unit course

Assumed knowledge
Satisfactory achievement in Society and Environment and English.

Content
Historical studies could take a thematic approach and/or a depth approach according to the needs and interests of students. Examples of studies that may be undertaken: Issues – freedom or oppression; revolution; conflict; international crises. Creative Works – literature; art; music; film; drama. Regions – Africa; Asia; Australia; Europe; the Middle East. Local History – town; industry; organisations; individuals. Special Interest – an area of special interest to teachers and students.

Assessment
Course work, sources analysis and individual investigation.

Pathway
The study of history provides the basis for a wide range of vocational pathways. History skills, including researching and analysing material, developing and sustaining an argument, and writing in clear and effective prose, are in great demand, and can be applied to many occupations. These skills will continue to have a high priority for employers in the future.
LEGAL STUDIES
Stage 1     Code 1LGL

Group 1

Duration of Course
1 unit course

Assumed knowledge
No prior knowledge is required.

Content
Students need to complete core topics.
Core topics are:
· The Legal Process in Action
· Sources and Changes in Law.
· Law & Society
· Australia's Legal Systems
Choice topics include:
· Environmental law
· Young people and the law.

Assessment
A series of assignments will be completed.
These will consist of research, case studies, short answer questions, problem-solving exercises etc.

Pathway
Could be useful for studies in Economics, Accounting, History and S.A.S. Legal Studies

Further Information
Excursion to parliament and the Courts is very likely.
MEDIA STUDIES
Stage 1 Code 1MST

Group 1

Duration of Course
1 unit course

Assumed knowledge
There are no formal academic prerequisites.

Content
Students will be challenged to analyse a number of topics related to the media, including violence, radio listening habits, comedy and advertising. A multi media approach is used, and students will be exposed to newspaper, radio and television.

Assessment
Assessment will include creating a newspaper story, conducting surveys, preparing a radio production, designing video productions and written work.

Pathway
An appropriate preparation for a range of vocations requiring imaginative, creative and practical people.

Further Information
Students will need access to the following:
- a video camera or camcorder
- a tape recorder
- a computer
- a video replay machine
SUSTAINABLE FUTURES
Stage 1       Code 1STF

Group 2

Duration of Course
1 or 2 unit course

Assumed knowledge
All students should have an interest in field work, practical work and be able to research information independently.

Content
Programs are designed around three, interrelated facets that provide a framework to investigate environmentally sustainable practices.
- Biophysical Systems – ecosystems, biodiversity, environmental sustainability, cycles of materials and flows of energy. Practical in investigations include collecting data through observation and monitoring, analysing data, applying practical skills
- Socio cultural systems – community resources, use, ecological footprints, population growth, globalisation, waste, social justice. Practical investigations include making hypothesis, analysing and evaluating in information and formulating reports.
- Active Citizenships – taking appropriate action. (Collecting data, working in teams).

Assessment
Assessment component 1: Practical Task
Assessment component 2: Group Activity
Assessment component: Inquiry
The weighting of each component will be between 10% and 50%.

Pathway
Natural resource management, urban planning, spatial information systems, Surveying, GIS, Tourism, Agriculture, Geography.

Further Information
TOURISM

Stage 1  Code 1TOU

Group 1

Duration of Course
1 unit course

Assumed knowledge
Completion of Year 10 Society & Environment

Content
Four themes underpin the course:
· Understanding the Tourism Industry
· Identifying Visitors and Hosts
· Creating Sustainable Tourism
· Working in the Tourism Industry

In a one-unit course, students study three topics. Two-unit students can
expect to select six topics, from the list below:
- What is tourism and who is included?
- Destinations - locally, globally, nationally.
- Employment opportunities
- Future trends in tourism.
- Tourism and developing countries
- The value of tourism.
- Tourism and the economy
- Tourism - a local study

Assessment
Activities will be based on three key assessment areas:
· Issues Investigation (evaluating a contemporary issue and making
  recommendations)
· Communication Exercise
· Practical Activity (where skills such as planning, research,)

Pathway
Stage 2 HESS G Tourism
AGRICULTURAL & HORTICULTURAL SCIENCE

Stage 2 (HESS G)  Code 2AGS2

Group 2

Duration of Course
2 unit course

Assumed knowledge
Stage 1 Agriculture or Biology preferable.

Content
Core Topics:
Experimental Design and Analysis, Soil Science (Types, Fertility & sustainable use), Plant Science (Anatomy & Physiology), Animal Science (Anatomy & Physiology), Microorganisms & Invertebrates.

Option Topics:
Plant Technology or Animal Technology.

Assessment
External Examination (3 hours) 50%
Course Work (Tests, Assignments, Practicals) 35%
Individual Investigation 15%

Pathway
An advantage for entrance into Agricultural courses at the Universities.
Applies the disciplines of Biology, Chemistry and Geography.

Further Information
Could be tied in with VET modules.
AGRICULTURAL AND HORTICULTURAL STUDIES
Stage 2 (HESS R)  Code 2HSA

Group 2

Duration of Course
1 or 2 unit course

Assumed knowledge
Stage 1 Agriculture units would be helpful.

Content
Topics chosen from:
· Soil Science  · Pasture Science
· Genetics  · Animal Health
· Crop Husbandry  · Beef Husbandry
· Plant & Pest Diseases
· Sheep Husbandry
· Animal Management
· Agricultural Practice
· Poultry Husbandry
· Crop Technology
· Plant Management  · Hydroponics
   Ag & Horticultural Principals
   Ag & Horticultural Management
   Ag & Horticultural Enterprise
   Ag & Horticultural Technologies

Assessment
100% Continuous Assessment:
Practical work, Investigation and course work

Pathway
Used as a qualification for entrance to various institutions. Roseworthy Campus of the University of Adelaide and some TAFE colleges. Some schools may integrate VET modules giving cross accreditation to TAFE and Industry standards for the Skilled Farm Workers Traineeship or Certificate of Rural Office Practice.
**AUSTRALIAN HISTORY**  
Stage 2 (HESS G)  Code 2AUH2

Group 1

**Duration of Course**  
2 unit course

**Assumed knowledge**  
A high ability to read and write critically and accurately at Stage 1 English is essential.

**Content**  
This 2-unit subject consists of:  
A comparative study;  
A depth study;  
An individual history essay.  
Students study one topic from a choice of six for the comparative study (eg:  
Contact and Resistance: Indigenous Australians and the Colonial Experience,  
1788 to the Present), and one topic from a choice of five for the depth study  
(eg: The Radical Experiment: A Social, Political, Economic, and Cultural  
History of South Australia, 1836 to the Present).

**Assessment**  
Course Work 40%, Individual History Essay 20%, Examination 40%.

**Further Information**  
This is a full-year, HESS General subject. Coursework may include more than  
one excursion, with personal costs.
Group 1

Duration of Course
2 unit course

Assumed knowledge
Nil

Content
Semester One:
Introduction to the legal systems in Australia
Institutions in the Australian Legal System
The Legal Process
Law-making Processes

Semester Two:
A constitutional Issue (compulsory)
Working in paid work (option)
Forming Contracts (option)
Forming Family Relationships (option)
Human Rights (option)
(two options to be decided on)

Assessment
Semester One:
Topic Folio - summative task on each topic 20%
Case Study 15%
Exam 15%

Semester Two:
Topic Folio - summative task on each topic 20%
Research report and oral presentation 15%
Exam 15%

For a one unit course the weightings are in the same proportion for the two unit course.

Further Information
Excursions to the courts and parliament are likely.
GEOGRAPHY
Stage 2 (HESS G)  Code 2GGS

Group 1

Duration of Course
1 or 2 unit course

Assumed knowledge
Nil, however satisfactory performance in stage 1 Geography and English would be an advantage.

Content
Population, Resources and Development: this topic is compulsory and studies population change and the way in which population and patterns of consumption impact on the environment. It has a particular focus on the issue of water in the world as water is fundamental to life.
Options: There are 12 options topics listed and two must be chosen. They are - Urbanisation, Rural Places, Tourism, Sources sand use of Energy, Coasts, Biodiversity, Climate Change, Soils, Environmental Hazards, Globalisation, Dry lands, Negotiated Topic.

Assessment
There are four assessment components which
1) Geographical Inquiry 20%
2) Course Work 25%
3) Individual Fieldwork Report 25%
4) External Examination 30%

Pathway
Can be studied at tertiary level and is useful for a number of related areas of study, such as natural resource management, park management, etc.

Further Information
Field work and Field trips are required and a camp may be offered but this will be dependent on the option topics chosen.
LEGAL STUDIES
Stage 2 ( HESS G)    Code2LGS

Group 1

Duration of Course
2 unit course

Assumed knowledge
Previous legal studies experience an advantage as are research and writing skills.

Content
Compulsory:
*The Australian Legal System*
- Introduction to the Australian Legal System
- Constitutional History
- the Commonwealth Constitution and the Legal System
- Sources of law - parliament, delegated authorities, courts
- resolving legal disputes

*One topic from:*
The Family & the Legal System
Consumer Protection & the Legal System
The Environment & the Legal System
Human Rights, Equal Opportunity & the Legal System

Assessment
School based assessment      50%
External Exam                50%

Both components are further divided into the two components of the content:
Core                        80%
Option                      20%

Further Information
An excursion to the courts and parliament are likely.
STUDIES OF SOCIETIES
Stage 2 (HESS G)       Code 2SOS2

Group 1

Duration of Course
2 unit course

Assumed knowledge
Nil

Content
Issues studied are taken from each of the following three groups of topics:

Group 1: Culture
Cultural Diversity
Youth Culture
Work, Sport, and Leisure
The Material Word

Group 2: New Challenges in a New Century
Issues for Indigenous Australians
The Technological Revolution
People and the Environment

Group 3: Issues for Society in a Globalising World
Globalisation
A Question of Rights
People and Power
Political Leadership

Assessment
50% topic assessment
30% Investigative Assignment
10% Group task
10% Oral presentation

Pathway
Nil

Further Information
SUSTAINABLE FUTURES
Stage 2  (Hess R)  Code

Group 1 or 2

Duration of Course
1 or 2 unit course

Assumed knowledge
All students should have an interest in field work, practical work and be able to research information independently.

Content
Programs are designed around three, interrelated facets that provide a framework to investigate environmentally sustainable practices:
- Biophysical Systems
- Socio-cultural
- Active Citizenship

Key ideas about Sustainable Futures could include:
- Natural resources use in sustainable
- Interrelationships between natural and built environments
- Ecological footprints individuals and groups make a difference both locally and globally.
- Learning context could include: Agriculture, Biodiversity, Recycling, Fair trade, Oceans and Coast

Assessment
1 Unit Practical Activities  60%
Community Activity  40%
Or Inquiry  40%
2 Unit Practical Activities  40%
Community Activities  30%
Inquiry  30%

Pathway

Further Information
TOURISM
Stage 2 (HESS G)        Code 2TSM2

Group 1

Duration of Course
2 unit course

Assumed knowledge
None essential. Stage 1 Tourism and an interest in travel and the industry is helpful.

Content
Themes:
- Operations and Structures of the Tourism Industry
- Travellers' perceptions, and the Interaction of the Community and the Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the nature of Work in the Tourism Industry

Topics:
- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management Issues in Local Area Tourism
- Managing the Impact of Tourism
- Marketing Tourism
- Responsible Travelling
- Role of Governments and Organisations
- Units of Competency from Tourism Training Package
- Negotiated Topic

Assessment
Course work: (25%)
Communication Exercise (20%)
Practical Activity (25%)
Investigative Report (30%)

Pathway
This course links to study in some university and TAFE courses.
TECHNOLOGY

Stage 1

Communication Products – CAD
Communication Products – Photography
Information Processing & Publishing
Information Technology
Material Products
Systems & Control Products – Energy
Systems & Control Products – Electronics

Stage 2

Communication Products – Photography
Information Processing & Publishing
Information Technology
Material Products
INFORMATION PROCESSING AND PUBLISHING

Stage 1 Code 1IPP1

Group 2

Duration of Course
1 or 2 unit course

Assumed knowledge
No prerequisites required

Content
Stage one IPP is designed to be undertaken in either a 1-unit or a 2-unit form. Topics can be chosen from the following:

- Business Publishing (one or half units)
- Digital Presentations (one or half units)
- Digital Publishing (one or half units)
- Personal Publishing (one or half units)
- Data Input (half units)

The topics have a practical basis and emphasise the development of skills and understanding in designing, making, and critiquing publications and presentations.

Assessment
Stage one IPP consists of the following components weighted as shown:

Assessment Component 1: Practical Skills (60%). Consists of three tasks demonstrating the range of skills developed during the unit.

Assessment Component 2: Designing and Skills Applications (30%). A major design folio task focusing on the documentation of the designing process and principles of design and layout.

Assessment Component 3: Issues analysis (10%). Students complete an issues analysis task that demonstrated their ability to analyse and critique an issue related to information processing and publishing.
INFORMATION TECHNOLOGY SYSTEMS
Stage 1  Code 1ITT

Group 2

Duration of Course
1 or 2 unit course

Assumed knowledge
Nil.

Content
Topics will be chosen from:
• Computer systems
• Programming
• Relational Databases Systems
• Applications (including –Open Topic)
• Interactive Web Applications

Assessment
Practical Component
Skills Tasks
Folio

Pathway
Stage 2 Information Technology
DESIGN AND TECHNOLOGY
- COMMUNICATION PRODUCTS
- COMPUTER AIDED DESIGN

Stage 1  Code 1CPA

Group 2

Duration of Course
1 or 2 unit course

Assumed knowledge
No previous knowledge is assumed, although experience with basic Technical Graphics would be an advantage.

Content
This course seeks to develop graphic literacy by applying skills and techniques consistent with current drawing conventions as set out in the Australian standards as well as creative and applied visual skills.

Topics set for study may include:
- Orthogonal Drawing
- Computer aided Design (CAD)
- Technical Illustration
- Pictorial Drawing
- Cone & Pyramid Development
- Exploded & Section Drawings
- Lettering
- Dimensioning

Assessment
Assignments will be assessed for:
- Accuracy
- Neatness
- Application of linework
- Quality of dimensioning
- Application of conventions as set out in the Australian Standards
- Quality of lettering.

Pathway
Stage 2 Technical Graphics
DESIGN & TECHNOLOGY
-COMMUNICATION PRODUCTS
-PHOTOGRAPHY

Stage 1 Code 1CPA

Group 1

Duration of Course
1 unit course

Assumed knowledge
No previous background required

Content
Camera techniques and equipment
Focus areas such as portraits, nature, sport, architecture, and people.
Digital manipulation such as photo restoration and enhancement

Assessment
Assessment in ‘Stage 1 Design and Technology consists of the following components.
The weighting of each component should be between 10-50%.
Assessment Component 1: Product Analysis
Assessment Component 2: Design and communication Task
Assessment Component 3: Product Realisation and Evaluation
Assessment Component 4: Specialised Skills Task

Pathway
Stage 2 Designs and Technology Photography.

Content
- Camera Skills and the use of other equipment
- Digital darkroom skills and image manipulation processes
- Analyse and critique photographs
- Design, produce and evaluate a photographic product
- Focus areas include portraits, nature, sport, architecture, and advertisements.
DESIGN AND TECHNOLOGY
-MATERIAL PRODUCTS

Stage 1  Code 1MDA

Group 2

Duration of Course
1 or 2 unit course

Assumed knowledge
Year 10 Technology Studies is desirable but not essential.

Content
The content of Design & Technology programmes will depend on the materials used, student background and the nature of the program.

Units of work can be developed based on student interests eg
Sports Equipment – cricket bat making
Music Instruments – electric guitars

Units offered are:
Furniture Construction: offers a range of wood machining experiences through the construction of furniture using contemporary and traditional fastening systems.
Welding & Fabricating: students develop a design brief and construct a project using gas and electric welding.
Workshop Practice: Similar to welding and fabricating but also includes metal turning techniques.

Assessment
Assessment tasks are based on the 4 domains of learning in technology: - Designing, Skills, Knowledge and Understanding and Issues. There is a compulsory Technology Research Assignment related to the unit content. Studies of industry practices may also be included.

Pathway
Stage 2 Design & Technology

Further Information
Costs – Small projects/exercises can be made to complete the requirements of this course. Larger projects may be negotiated with the teacher with the understanding that additional costs need to be met by student/parent.
DESIGN AND TECHNOLOGY
-SYSTEMS & CONTROL PRODUCTS
-ENERGY
Stage 1  Code 1SCA

Group 2

Duration of Course
1 or 2 unit course

Assumed knowledge
A sound knowledge of and skills with tools and materials as would normally stem from satisfactory completion of Technology Studies at Years 8 to 10.

Content
A variety of topics will be studied.
- The nature of energy
- Renewable / non-renewable energy resources
- Energy and the environment
- Energy harnessing devices
- Internal combustion engines
- Mechanisms and machines
- Independent project
There are practical and theory components, including a major Research Assignment

Assessment
Assessment will take into account:
- knowledge and understanding of course content,
- skills with tools, materials and machines to solve problems,
- grasp of the issues related to energy, technology and society,
- application of the design process to solve problems,
- technology research assignment
DESIGN AND TECHNOLOGY
- SYSTEMS & CONTROL PRODUCTS
- ELECTRONICS

Stage 1          Code 1SCA

Group 2

Duration of Course
1 unit course

Assumed knowledge
Knowledge of basic electrical concepts and skills with tools and materials are advantageous but not an essential requirement for the commencement of this course.

Content
Electronic Components & Fundamentals (8 weeks), 2 projects
Sensing Devices (8 weeks), 2 projects
Technology Related Assignment (First 12 weeks).
Electronic tools and equipment
Introductory concepts and principles
Building simple circuits as functional examples
Electronic components and their operating parameters
Physical laws of electrical circuits
Application of calculation to problem solving
The nature of electricity
Properties of materials used in electronics
Switching and interfacing devices
Timing circuits
Technology Research Assignment

Assessment
Assessment will be directly related to the degree to which students have satisfied the objectives of the course. There will be five projects involving activities which reflect the course objectives including the Technology Research Assignment, experimental and Investigative activities, problem solving, graphic expression, data analysis, design and product presentation

Other Information
Time commitment: 6 hours per week for 16 weeks.
PHOTOGRAPHY – COMMUNICATIONS PRODUCTS
Stage 2 (HESS R)  Code 2CPA2

Group 2

Duration of Course
2 unit course

Assumed knowledge
Desirable that students have studied Stage 1 Photography.

Content
The following components are central to the course – Critiquing, Design & Communication, Product Realisation & Evaluation, Specialised Skills.
Component content is based upon
- Critiquing – investigation of the effects of design & technology on Society & Technological issues
- Communication of a proposed solution to a problem that was investigated in the critiquing task
- Production of an outcome and its evaluation against a design brief
- Special skills task is the manufacture of a product/process

Assessment
- Critique Product Design and Market Influences  5%
- Critique Technological Issues 5%
- Product Design and Realization 60%
- Specialized Skills 30%

Pathway
Assists entry to trade and pre-vocational courses and can be used for SATAC entry score for some courses.

Further Information
Depending on school resources, student interest, practical work may involve wet Lab Photography or Digital. A combination of both may also be considered.
INFORMATION PROCESSING & PUBLISHING
Stage 2 (HESS R)          Code 2IPP2

Group 2

Duration of Course
1 or 2 unit course

Assumed knowledge
Nil.

Content
In a 2 unit, full-year course, two of the following units are studied.

Personal Documents
Involves the use of the computer to present and display personal documents for the purpose of communication in study, family, and community contexts.

Desktop Publishing
Involves the use of the computer to assemble text and graphics electronically for publishing on paper.

Business Documents
Involves the use of the computer to present and display material for the purpose of communication in businesses, including clubs, societies and charitable institutions.

Electronic Publishing
Involves creating digital texts, images, animations, navigation tools and other multimedia for publishing electronically.

Theory studies underpin the coursework in each unit, including: principles of good design; knowledge and understanding about processing and publishing information with computers; social issues, attitudes and values relating to information technology.

Assessment
Externally moderated school assessment. Students complete a folio of print or digital publications.

There are four assessment components:
Practical Skills  40%.
Designing and Skills Applications  30%.
Issues Analysis  15%.
Technical & Operational Understandings  15%

Pathway

Further Information
INFORMATION TECHNOLOGY SYSTEMS
Stage 2 (HESS R)  Code 2ITT2

Group 2

Duration of Course
2 unit course

Assumed knowledge
Study of Computer Systems at Stage 1 is assumed.

Content
A two semester program comprises four topics from the following:
Informational Systems (compulsory)
Relational Databases
Programming
Interactive Multimedia
Web Applications
Open topic

Assessment
Externally moderated continuous assessment including:
  Skills tasks (30%)
  Course work assessment (20%)
  Practical tasks—systems development life-cycle (20%)
  Individual project (30%)
DESIGN & TECHNOLOGY
-MATERIAL PRODUCTS
Stage 2 (HESS R) Code 2MDA2

Group 2

Duration of Course
2 unit course

Assumed knowledge
Desirable that students have had previous Technology experience.

Content
The content of Design & Technology programmes will depend on the materials used, student background and the nature of the program. Topics vary across the schools but include:
- Welding and Fabrication
- Furniture Construction
- Workshop Practice

Assessment
Assessment tasks are based on the 4 components including: Product Analysis, Design & Communications Task, Product Realisation and a Specialised Skills Task.

Pathway
Assists entry to trade and pre-vocational courses and can be used for SATAC entry score for some courses.

Further Information
Costs – small projects/exercises can be made to complete the requirements of this course. Larger projects may be negotiated with the teacher with the understanding that additional costs need to be met by the student/parent.